



Public Schools of North Carolina

State Assessment Update

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Initiatives to Reduce Testing

INITIATIVE	PROCESS
Reduce the length of required tests	Reduce the number of questions and review historical data on actual time students require to take the online tests
Reduce the stress at schools around testing time	Revising test administration guides: use of proctors a local decision, allow reviewing of testing strategies immediately prior to the test
Reduce the number of locally required tests	Working with local leaders to identify assessments that are useful and contribute to educational planning
Pushing to eliminate tests not required by Washington, D.C.	Continue to review testing requirements with State decision-makers

Initiatives to Reduce Testing

INITIATIVE	PROCESS
<ul style="list-style-type: none">• Giving students other ways to show progress if they have a bad test day	<ul style="list-style-type: none">• Providing guidance to districts on how to consider other data beyond test scores and how to scale
<ul style="list-style-type: none">• Using the appropriate amount of technology as a tool for students and teachers to personalize learning and eliminate tests	<ul style="list-style-type: none">• Pursuing innovative methods for testing such as embedding assessments in instruction

Background

- In 2017, the State Board of Education adopted new content standards for mathematics and English language arts/reading, requiring new assessments
 - Mathematics: 2018–19 School Year
 - English language arts/reading: 2019–20 school year

Designing New Assessments

Prior to Field Testing

Convene Test Specifications Panelists (NC teachers) for their recommendations

Determine the percentage of items and the item type for each assessed standard

After Field Testing

Determine the number of test items for the entire test; aligns to the test specifications already set

Determine if there needs to be discussion with leadership on any of the design features of the test

Designing New Assessments

- Must consider technical quality and statutory requirements
 - Validity: Are the tests measuring the specified grade level content (content validity)?
 - Reliability: Are the tests constructed with consistency and stability in measuring what it is intended to measure?
 - Classification Consistency: Are the reported academic achievement levels reliable with minimum standard error?

Designing New Assessments

U.S. Department of Education Peer Review:

Do the assessments meet the requirements of federal law as stated in the Elementary and Secondary Education Act, as reauthorized and specified in the Every Student Succeeds Act?

- Aligns to grade level content standards
- Measures the breadth and depth of the content standards
- Report student achievement by at least three academic achievement levels

State Board Policy Considerations

- Academic Achievement Levels' Scale Scores:
Recommended for approval after standard
setting occurs (August 2019)
 - Test-033 (End-of-Grade)
 - Test-036 (End-of-Course)
 - Test-037 (NCEExtend1)

Factors in Determining the Number of Items

- Adequately cover the assessed content standards
- Reliably report student performance by Academic Achievement Levels
 - Determine number of levels (ESSA requires at least 3 levels)
 - More levels require more items to ensure reliability of student classifications

**Number of
Items**

**Proficiency
Level
Classification
Consistency**

**Number of
Levels**

Designing New Assessments

- For the new mathematics assessments, a critical question was whether to have five or four Academic Achievement Levels
 - The current assessments were originally set on four Academic Achievement Levels
 - It was not possible to reduce the number of test items and maintain five levels
 - It was possible to reduce the number of test items and maintain technical quality and statutory requirements

Implementation

ASSESSMENT	NEW TESTS	DATA REPORTED BY FOUR LEVELS
All Mathematics (EOGs and EOCs)	2018–19	Reports to parents after SBE approves standard setting in August 2019
All English Language Arts/Reading (EOGs and EOCs)	2019–20	Reports to parents after SBE approves standard setting in August 2020
All Science (EOGs and EOCs)	2019–20	Reports to parents after SBE approved revised standards in November 2019

By 2019–20 all EOGs and EOCs
will be reported based on four levels

Academic Achievement Levels

Current Five Levels: SBE Policy TEST-033

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Superior	Solid	Sufficient	Partial	Limited

- Students at Level 4 and above are On-Track to be Career and College Ready at graduation
 - Level 5 is used to determine if a student must be offered an advanced math course (NC Math 1)
- Students at Level 3 and above are Grade Level Proficient
 - Used to determine whether a student has met Read to Achieve

Academic Achievement Levels

Recommended

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2
Advanced/On-track Career and College Ready	On-track Career and College Ready	Grade Level Proficient	Basic

Other Options for Names of Levels

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2
Accelerated CCR	Advanced CCR	Grade Level Proficient	Limited Proficiency
Distinguished	Exceeds	Meets	Partially Meets

And...most tests will require less administration time

TEST	NEW TESTING TIME <i>(Two Hours Estimated and an Additional Hour if Needed)</i>
Mathematics End-of-Grade (3–8), Science End-of-Grade (5 and 8) and Biology End-of-Course	2018–19 School Year
English language arts/reading End-of-Grade (3–8) and possibly English II End-of-Course	2019–20 School Year

NC Math 1 and NC Math 3 timing data does not support reducing the number of items at this time

Number of Items: Then and Now

TEST	PREVIOUS NO. OF ITEMS	CURRENT NO. OF ITEMS
Mathematics End-of-Grade (3–4)	54	46
Mathematics End-of-Grade 5	54	48
Mathematics End-of-Grade (6–8)	60	53
Science End-of-Grade (5 and 8)	75	65
Biology End-of-Course	75	65

Federally-Required Tests

- End-of-Grade (3–8) Mathematics and English language arts/reading
- End-of-Grade (5 and 8) Science
- End-of-Course:
 - NC Math 1
 - NC Math 3
 - English II
 - Biology
- Language Proficiency Test for English Learners
- Career and Technical Education Assessments (also SBE policy)

State-Required Tests

State Law

- K–2 Diagnostic Math Assessment
- K–3 Diagnostic Reading Assessment
- ACT and ACT WorkKeys

State Board of Education Policy

- NC Final Exams:
 - Grade 4, 6, and 7 Science and Social Studies
 - Grade 5 and 8 Social Studies
 - High School: Math, English, Science, and Social Studies where there is not an End-Of-Course test

North Carolina Final Exams

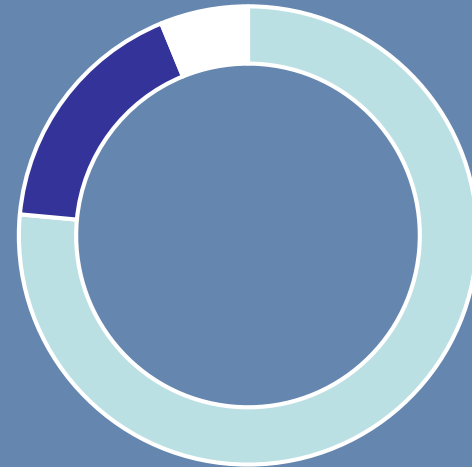
- Background
 - Developed to meet Race to the Top requirement to provide a growth measure for each teacher
 - NCFEs for core content (mathematics, science, English language arts/reading and social studies where there was not an end-of-grade or end-of-course assessment)
 - Analysis of Student Work for content areas not conducive to multiple choice format (music, art, health, etc.)
 - NCFEs and Analysis of Student Work continued through State Board policy after Race to the Top ended
 - Analysis of Student Work was eliminated by the General Assembly effective with the 2016–17 school year
 - NCFEs were not eliminated

North Carolina Final Exams

- Background
 - Currently, there are **no** state or federal statutes that requires NCFEs; however, NCFEs' growth data may contribute to how districts approach the following:
 - § 115C-269.35: The State Board of Education's evaluation of Educator Preparation Programs shall include "Proficiency and growth of students... **when available**, EVAAS data shall be used to measure student proficiency and growth."
 - § 115C-105.27: Requires that school improvement teams use student-level data (specifically EVAAS growth data) to inform their school improvement plans, conduct root cause analyses, and develop appropriate goals for improvement.
 - Though Standard 6 in the teacher evaluation process was eliminated, NCFE growth data is used as an artifact for all standards in the evaluation process.

North Carolina Final Exams

- Background
 - 94,809 teachers employed (March 2018)
 - 66,954 (70.6%) teachers with EVAAS growth for 2017-18 school year
 - 51,199 (54.0%) teachers with EVAAS growth through state and federal-mandated tests
 - 11,620 (12.3%) teachers with EVAAS growth through NCFEs
 - 4,135 (4.4%) teachers with EVAAS growth through CTE exams



- Growth Through Federal or State-Mandated Tests
- Growth Through NC Final Exams
- Growth Through CTE Exams

Grade 4 Science and Social Studies

Grade 5 Social Studies

School Year 2017-18

NCFE	TEACHERS		
	With EVAAS	With EVAAS from Elementary EOGs & NCFEs	With EVAAS Only from Elementary NCFEs
Science Grade 4	5,647	229	78
Social Studies Grade 4		134	7
Social Studies Grade 5	5,675	144	20

**Grade 4 Science and Social Studies
Grade 5 Social Studies
School Year 2017-18**

NCFE	NUMBER OF STUDENTS TAKING ASSESSMENT
Science Grade 4	11,497
Social Studies Grade 4	5,035
Social Studies Grade 5	6,655

Local Testing

- As with the state assessments, it is useful to review local assessments to ensure the tests administered are not duplicative or not used to improve student achievement in ways intended
 - Cumberland County Schools recently conducted such a review and eliminated some assessments
- Recommend engaging in collaborative conversations with districts and other public school units
 - Arkansas has had success with this work utilizing Achieve's tool: The Student Assessment Inventory for School Districts

POLICIES & PROCEDURES

Changes to the Test Administration Guide



Release from Test Session

- Allow locals to determine WHEN to remove students from the testing setting
 - Previous protocol allowed removing students at the end of the estimated time
 - Timing data show many students complete the test prior to the estimated time
 - Every situation is different; this change allows those closest to the test administration to make the decision of when to release students

Proctors

- Allow locals to determine whether to have proctors for each test session
 - Previous protocol required proctors for each administration: one-to-one, whole class
 - Availability of proctors has continued to be very limited in some communities
 - Test security practices continue to be shared and many schools will utilize roving proctors, so an adherence to security is maintained

Testing Strategies

- Allow teachers to remind students of test strategies immediately prior to the test
 - Previously, this was not permitted; testing began as soon as the students arrived for the school day
 - Having the flexibility to give some reminders may create a more relaxed test environment